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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: The life of marriage** |

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| Instructor:  Jenny (Kyoungah Lee) | Level:  Intermediate | Students:  4 | Length:  40 minutes |

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| Materials: Pictures of a man surrounded by question marks and an angel, question worksheet ( 4 copies ), result worksheet ( 4 copies ), board marker, tape, worksheet for story 1 (4copies), worksheet for story 2 (4copies), 4 answer sheet, 4 pieces of paper written famous couples,  Puzzle worksheet (4copies) |

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| Aims:  **Main aim :**  To enable students to improve their reading skills by reading funny stories about the life of funny story.  **Secondary aim :**  Students will improve their reading skills by reading the worksheet of questions reading yourself and by reading funny stories about the life of funny story.  **Personal aim :**  I want to deliver better instructions, speak in a louder and clearer voice, and make a more  enjoyable learning atmosphere. |

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| Language Skills:   * Speaking: Students will be given several chances to practice speaking aloud to each other with worksheets. * Listening : Students will listen to the teacher’s instructions and classmates’ ideas and presentations. * Reading : Students will read worksheets, questions and what teacher writes on the board. * Writing: students will practice writing skills while they guess the last sentence and write the answer. |

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| Language System:   * Lexis: Students will learn new vocabularies in the story. * Phonology: none to discuss * Discourse: none to discuss * Grammar none to discuss * Function: Students will share their ideas about the last sentences of each story. |

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| Assumptions:  Students already know :   * Teacher’s style of teaching * Some Ss have experienced to read a story * Students get used to answering the questions in English.   Class consists of 4 Korean students |

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| Anticipated problems and Solutions:   * Some students may not know another vocabulary that teacher didn’t teach.   => explain them quickly  - Students may be confused with the activity.  => Monitor and assist when necessary  - Some students may finish earlier or later  => Give time limit/have fast students check again  - The class time is too short or long to finish.  => Do S.O.S. plan (T/F Game) |

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| References:   * [www.eslflow.com](http://www.eslflow.com)   www.eslflow.com/Lostpersroleplay.html |

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| **Lead-In** | | |
| Materials: none | | |
| Time | Set Up | Teacher Talk |
| 3min | Whole  class | **Procedure**  *Greeting the students*  “Hello everyone, how’s everyone today?  How was your week?” “Good?”  “Well…Nowadays, I don’t know why I argue with my husband a lot…. Of course I know he is very supportive and helpful to me, but I want more than he gives me. He said I’m so selfish… I thought that description is too extreme. But he might be right. Sometimes, I don’t know about myself. How about you?  **Ask 2 guiding questions**  So “How well do you know yourself?  “ Then, who do you think knows you the best?” |

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| **Pre-Activity** | | | |
| Materials:  Pictures of a man surrounded by question marks and an angel, question worksheet ( 4 copies ), result worksheet ( 4 copies ), board marker, tape | | | |
| Time | | Set Up | Teacher Talk |
| 14min | | individually  In pairs | **Eliciting the pre-activity**  Show students the picture of the man surrounding question marks.  “Let’s look at the picture.  What is this symbol? Yes.  Why do people use the question mark then? That’s right.  **CCQ’s :**   1. Can you explain something using a question mark? 2. Can you ask something using a question mark?   Good~!  Look at this man and the question marks. OO, can you explain this picture?  Yes.. question marks are surrounded by a man’s shadow. He seems like he doesn’t know about WHAT? Himself. How about you?  Do you know yourself well?  No~ me, neither.  Sometimes I astonished by my own thoughts and actions.  Ok! So I’m going to help you to read yourself.  Before starting the activity, look at the picture. Who is she? How does she look? When we describe mothers, which word do you usually use? It starts with m….  **Have them guess ‘merciful’.**  Great!  **CCQ’s**   1. When do you describe mothers and god, which word do you usually use?   (if they need more CCQ: What you call it when you are sensitive someone and give them life and not death?)   1. If your boss is merciful, does your boss show kindness and forgiveness? 2. If your boss is merciful, does your boss get angry easily?   **Give instruction about pre- activity:**  Now, I’ll give you this worksheet which is about ‘13 questions reading yourself’. You have to answer the each question.  You are going to work individually and I’ll give you 3min.If you have a question, just let me know. I don’t want you to start until I say go.  **ICQ’s**   1. What are you going to do? 2. How much time do you have? 3. Do you work in pairs?   **Explicit ICQ’s**  Can you start before I say ‘go’?  Can you start when I say go?  **Hand out the worksheets.**  **Run the activity**  Let’s begin!!  **Give students time warning**  2min left, 1min, 30 sec. 10sec. time’s up!  **grouping**  Now we are going to work in pairs.  **Have them call out ‘question’ ‘mark’**  All question move to that side and all mark move to this side.  Now, I’m going to give you the result sheet. Compare with your answer and your partners’. You have 2min for that.  **ICQ’s**   1. What are you going to do? 2. How much time do you have? 3. Do you work in pairs?   **Explicit ICQ’s**  Can you start before I say ‘go’?  Can you start when I say go?  **Hand out the worksheets.**  Let’s begin!!  Have you found some interesting things from your partner?  **Share the interesting things with whole class** |
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| **Main Activity** | | | |
| Materials:  worksheet for story 1 (4copies), worksheet for story 2 (4copies), 4 answer sheet | | | |
| Time | Set Up | | Procedure |
| 15  min | In pairs | | What were most questions about? (love)  Good job! Look at this picture. Who do you think they are?  (couple)  Yes! They are couple named Jack and Jill who have just started their relationship. They believe their love will last forever. And then? They get married. But dadada da…married people say sometimes they want to kill their wives or husbands. Is that right, Robin?  **Give instruction about main-activity**  Here are 2 stories and you are going to read these stories and you have to guess the last sentences of each story.  **Have them call out ‘husband’ ‘wife’**  All husbands move to that side and all wives move to this side.  You can choose one story each and when you finish reading, exchange the story with your partner. And then, discuss the last sentences of the stories. After that, you have to make 2 questions for each story.  You have 8min.  **ICQ’s**   1. What are you going to do? 2. How many minutes do you have? 3. How many questions do you have to make total?   **Explicit ICQ’s**  Can you start when I give you the worksheet?  Can you start when I say go?  **Hand out the worksheet & Run the activity**  Ok let’s start!  **Timing**  3min, 2min left, 1min, 30 sec. 10sec.  time’s up!  Okay~ what do you think the last sentence could be?  How about your team?  Here’s the answer.  **Give them the cut paper.**  Do you like this story? Which one is better? Good job everyone!  **Make them ask the questions for another team.**  Now, wife team! Ask the questions that you made for husband team. And your team?  Great. |

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| **Post Activity** | | |
| Materials:  4 pieces of paper written famous couples | | |
| Time | Set Up | Procedure |
| 10  min | Whole calss | **Give instruction about post-activity**  Now, I’ll put the paper on your back.   1. David Beckham, Victoria Beckham 2. Shrek, Fiona 3. Hillary Clinton, Bill Clinton 4. Romeo, Juliet   And Each paper has the names of famous couple. They might not be a couple anymore. You have to find out which couple you are. And you have to ask by using closed questions. Does anybody know what the closed question is? Yes, it could be answered with yes or no. so it could start with is,are,do,does,can..etc. – write down on the board.  Move around and ask questions as much as you can. and you can also ask me a question.  You have 3 min to guess who you are.  **ICQ’s**   1. What are you going to do? 2. Can you ask using why or how? 3. Are you working individually? 4. How much time do you have? 5. Can you ask me a question?   **Explicit ICQ’s**  Can you start before I say go?  Can you start when I say go?  **Put the paper on students’ back**  **Run the activity**  Let’s begin  **Give them Time warning**  2min left, 1min, 30 sec. 10sec.  time’s up!  **Share their ideas**  Who do you think you are?  Good job. Here’s the candy for you.  **Error correction**  I didn’t hear any errors from you so unscramble this word.  scramble ‘merciful’ ‘on the board.(If there’s no error)  **Conclude lesson**  “I really enjoyed our class .  Do you have any questions?  Thank you for your participation.  See you next weekend. |

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| **SOS Activities** | | | |
| Materials:  Puzzle worksheet (4copies) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | individually |  | “Now we are going to do some more work.  I’ll give you the puzzle worksheet about feeling.  And you have to find the words as much as you can. You have 3min.  And I don’t want you to share your worksheets.  **ICQ’s**   1. What are you going to do? 2. How much time do you have? 3. Do you work in pairs? 4. Can you start before I say ‘go’?   Start!!  **When they finish their work, share their answers.** |